



Porchester Junior School SEND Report 2023








October 2023

Review date: October 2024

What kind of special educational needs does the school make provision for?

Porchester Junior School is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to be the PRIDE of Porchester. The children are at the heart of everything we do. We pride ourselves on being a positive and nurturing school. We treat every child as an individual and strive to be as inclusive as possible. Where a child has a potential barrier to learning, we endeavour to ensure that we provide them with the best opportunities to access all part of school life.






The staff at the school strive to identify any children who have special educational needs, as early as possible. These may include: -

-  General learning difficulties.
-  Specific learning difficulties.
-  Emotional and behavioural difficulties.
-  Physical difficulties.
-  Sensory difficulties.
-  Speech and language difficulties.
-  Medical conditions.








Our SEND school aims are:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

-  To provide an environment in which all children feel safe, cared for and supported.
-  To promote and encourage independent learning, resilience and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
-  To encourage pupils to appreciate and understand the wider world in which we live
-  To provide a broad and balanced curriculum which ensures equality and equity for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievements for each child.
-  To establish a sound working partnership between home, school and the wider community.

Our objectives are:

-  **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services [and feeding schools- usually Standhill Infant School] prior to the child's entry into the school.
-  **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
-  **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
-  **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information [annually] on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
-  **Work with outside agencies** when the pupils' needs cannot be met by the school alone.
-  **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
-  **Provide a broad and balanced curriculum,** delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized. (With reference to the Government Prevent Strategy: see also the school's Child Protection Policy with regards to Preventing Extremism and Radicalisation)

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Before children start at our school:

As we are a Junior School, we have strong links with our partner Infant school to ensure that there is a robust transition. The SENCOs at both schools have regular meetings and discuss children needs in advance, we plan in additional transitional activities for children with additional needs.

In School:





All teachers are teachers of pupils with SEND and are responsible for identifying pupils with Special Educational Needs as early as possible. Teaching staff all practice quality first

teaching and ensure children have the appropriate scaffolds to support them to achieve their potential and to ensure that individual children's needs are met.

Our SENCO co-ordinates the SEND provision throughout school liaising with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEND we follow the clear guidelines set out in the SEN Code of Practice 2014.











In order to assess if a child requires extra provision we gather a range of information from on-going teacher assessments, end of year test results and liaising with parents, outside agencies and previous settings.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

-  is significantly slower than that of their peers starting from the same baseline.
-  fails to match or better the child's previous rate of progress.
-  fails to close the attainment gap between the child and their peers.
-  widens the attainment gap.

At our school a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

-  Book banding Benchmarking assessments
-  Switch on reading assessment
-  Single Word Spelling Tests
-  B-Squared
-  Dyslexia Screening Test
-  PIVATS
-  Sandwell Maths assessment
-  Autism Education Trust progression Framework
-  Boxall Profile
-  Lucid Recall Processing Tests

Where the school or a parent is concerned about a pupil having SEND they will meet to identify what can be done to address the pupil's needs. Where the child's needs are significant and external support is needed, then the SENCo will suggest that the pupil is discussed at the family of school's springboard meeting. This will mean that outside agencies may become involved as part of a 'graduated response.'

What are our arrangements for assessing and reviewing the progress of children with SEN?

As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through Pupil Progress Review meetings with the Class teacher, SLT and SENCO. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The support provided consists of a four-part process: Assess, Plan, Do, Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

How we share your child's progress:

- ✚ We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on.
- ✚ If your child is identified as have special education needs then they will have an All About Me Profile and Provision Map, which will outline their strengths, areas of difficulty and individual targets. This is discussed and reviewed on a termly basis and parents are given a copy (usually at parents' evenings).
- ✚ We set SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is.
- ✚ We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- ✚ In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

What is the school's approach to teaching pupils with special educational needs?

At Porchester Junior School, learning in the classroom is adapted for all children in our school; scaffolds are in place in lessons to meet the needs of the pupils. Every teacher is a teacher of SEND, therefore quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils. The school has guidance documents for quality first teaching adaptations for all areas of need in different subjects across the curriculum. Where needed some children will also receive a specific intervention programme.

Where a child is highlighted as having Special Education Needs we will follow a continuous cycle of: Assess, Plan Do, Review (See above) to meet each child's individual needs and targets.

How will the curriculum and learning be matched to a child's needs?

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs.

We recognise that children with SEND may require further alterations and additional, personalised resources to support them with accessing elements of the curriculum. Our teachers have a strong understanding of the individual needs of each child, which is clearly shown on their 'All About Me Profile', and address these appropriately for each lesson. Alongside the child's individual needs, the scaffolds for the lessons are also accessible. Teachers continue to have high expectations for children with SEND. Therefore, we 'Scaffold up' to allow the children to achieve the learning objective, without reducing the expectations required.

Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a classroom setting, where appropriate. Whereas interventions will take place out of the classroom environment, in another area of the school.

To ensure that all staff are able to effectively personalise the curriculum to each child, we:

- ✚ Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- ✚ Provide regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with Special Educational Needs.
- ✚ Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- ✚ Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

How are decisions made about the type and amount of support a child will receive?

At Porchester Junior School, we monitor and assess the progress of all children each term. Class teachers, the SENCO and members of the Senior Leadership Team (SLT) have termly pupil progress meetings to discuss and plan what is needed for children not making expected progress. The SENCO/Intervention lead will use this information and school assessment data to plan interventions for children using the 'Assess, Plan, Do, Review' cycle highlighted in the Code of Practice.

Where additional adult support is required, the leadership team considers the needs of individual children and the cohort. This is reviewed for the needs of the school regularly.

Some children may need additional support for learning, medical or behavioural needs. In these circumstances the school will 'bid' to our family of schools for additional funding. A very low percentage of children meet the criteria for additional funding and the leadership team decides who bids will be written for, alongside careful consideration of the bid criteria.

How will a child with SEND be included in activities outside the classroom, including school trips?

Porchester Junior School is an inclusive school and as such we include all of our pupils, including those with SEND, in school trips and after school activities.










Risk assessments are completed for all our school visits and we specifically consider our pupils with SEND. We make careful choices of groupings and may raise our adult / pupil ratio if we feel this is required. When necessary we seek the views of the parent / carer when considering if a trip would be appropriate for a child with SEND.

For our vulnerable pupils who find the start of the school day difficult, we offer a 'meet and greet' system, to ease the transition into the school day.

What support will there be for a young person's overall wellbeing?

As part of our inclusive ethos, the social and emotional wellbeing of our children is a high priority. We have a caring, understanding team looking after our children, who believe children's self-esteem is crucial to a child's well-being.

Some of the systems we have in school are:

-  We have a strong, passionate ELSA (Emotional Literacy Support Assistant) running within our school for children to access.
-  Wellbeing Team
-  School house systems
-  Positive behaviour system with house points
-  School Council- all children have a voice
-  School Leadership Team- child leadership for all parts of school.
-  Sensory Circuit
-  Mindfulness breaks
-  Strong links with the Primary Mental Health Team

Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details?

Our School SENCo is Vicki Moore.

She can be contacted by telephone on: 0115 9520920

Email: office@porchester.net

The SENCO takes day to day responsibility for the operation of the SEN Policy and the coordination of provision made for children with Special Educational Needs. According to the Code of Practice (November 2014) the responsibilities of the primary school SENCO are as follows:

- ✚ Overseeing the day to day operation of the school's SEN policy.
- ✚ Coordinating provision for children with Special Educational Needs.
- ✚ Liaison with and advice to colleagues.
- ✚ The management of teaching assistants
- ✚ Overall responsibility for the records of pupils with SEN.
- ✚ Liaison with parents/carers.
- ✚ Contributing to in-service training.
- ✚ SEN Information Report Questions for Nottinghamshire
- ✚ Liaison with relevant external services

What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

A variety of training is undertaken on a rolling plan of school CPD. This can either be in house or through external sources. Examples include: annual teacher assistant training conferences, FHT Network meetings and courses, training packages provided from the Flying High TRUST and Notts County Council (which include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCO training networks. The school also accesses specialist support and training from the Trust link Educational Psychologist each term.

As specific needs arise the SENCO approaches specialists from a range of agencies (e.g. Educational Psychology, Cognition and Learning, Communication and Interaction etc.) to seek advice about raising awareness of the specific type of SEN through the Springboard process, in line with the Carlton Family of Schools policy. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies.

Our Special Educational Needs Co-ordinator attends 'Special Educational Needs Coordinator Cluster Meetings' throughout the year, organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

In addition to being part of the Flying High Trust, our SENCO also attends SENCO networks to discuss and develop the above mentioned with a different array of colleagues and professionals developing and establishing SEND support further within our cluster of Trust schools. At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year. Our TAs also

meet with children with SEND who they will be working closely with next year to complete a passport to support the transition process.

What specialist services and expertise are available or accessed by the school?

Through our family springboard meetings we have access to:

- ✚ (SFSS) Schools and family support services: Cognition and Learning; Communication and Interaction; SEMH team)
- ✚ Targeted support
- ✚ Educational Psychologist
- ✚ PSED team (social, educational & behavioural)
- ✚ Visual and hearing impaired teams
- ✚ PDSS (physical disability specialist service)
- ✚ SBAP (Schools behaviour and attendance partnership)

We can also contact, SALT (speech and language), CAMHS (Child and adolescent mental health services) and other specialist services according to the needs of our pupils.

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Reasonable adjustments will be made as necessary to improve accessibility for all.

The school site is wheelchair accessible. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children.

Where specific equipment is required school receive specialist advice from Occupational Therapists. If specific technology is needed, we work alongside the inclusive technology and software team for specialist advice.

What are the arrangements for consulting parents of pupils with special educational needs?

A close working relationship with parents is vital in order to ensure:

- ✚ Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- ✚ Continuing social and academic progress of children with SEND.
- ✚ Personal and academic targets are set and met effectively

Every parent/carer will be kept up to date with their child's progress through termly parents evening, annual reports and if necessary during SEND reviews. In addition to this we operate

an open door approach, where parents/carers can meet with staff at any point throughout the year. Each day a member of staff is on the playground to meet and greet parents/carers from 8:45.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or other agencies where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What are the arrangements for consulting young people with SEND and involving them in their education?

All children who have an All About Me profile will have their targets reviewed regularly and this process is carried out alongside the child. The child also has a voice in discussing their strengths, what they find difficult and what helps them.

After each intervention has taken place all pupils complete a questionnaire to evaluate the effectiveness of the learning they have carried out. This information is used to adapt the provision accordingly. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. School Leadership team and School Council.

In addition, all pupils have their progress carefully monitored and this information is shared with the pupils.

What do I do if I have a concern or complaint about the SEND provision made by the school?

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers' concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body delegates the day-to-day organisation and liaison to the SENCo and the Head Teacher.

The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.








One of the Governors is responsible for SEND and meets regularly with the SENCo. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings, Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to our particular school e.g. SBAPs.

Porchester Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

-  Education Psychology Service.
-  Behaviour Support Service.
-  Social Services.
-  Speech and Language Service.
-  Language and Learning Support Service.
-  Specialist Outreach Service.
-  (SFSS) Schools and family support services

How will the school prepare a child/young person to:

Join the school/setting?

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying.

The majority of children coming to our school come from our feeder infant school, Standhill Infant School. We have a strong relationship with the Infant school, to ensure that there is a smooth transition over with the children. All children receive transitional visits to our school. Children with special education needs will also have additional visits in small groups and a passport book made.

The SENCo from both schools meet regularly to ensure that our SENCo is fully aware of each child's needs and replicates provision where possible.

Early discussions are also had with parents to discuss the child's needs and provision that they feel would be necessary in our school, where possible we will ensure that this is put in place.

Transfer between phases of education (e.g. primary to secondary etc.)?

- ✚ Many children with Special Educational Needs require additional transition visits to support the transition and familiarise the child with the new setting. A familiar staff member will usually accompany the child during the initial visit.
- ✚ When a child is transitioning to a new setting a staff member from the new setting will often visit the children at Porchester. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.
- ✚ We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- ✚ When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Carlton Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- ✚ We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- ✚ We write social stories with children if transition is potentially going to be difficult. We also do group work to share worries and discuss solutions with our SENCO/ ELSA support.
- ✚ If your child has complex needs or Education Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.
- ✚ In addition, any child who is identified as having complex needs will have an 'All About Me' passport. This passport is created in collaboration with the child, key staff members and the child's parents/carer.

Where is the school's local offer published?

- ✚ Information regarding out school is on our website:
<https://www.porchester.notts.sch.uk/>
On the website you will find, our SEND policy and our local offer information.
- ✚ Nottinghamshire County Council website - SEND Local Offer
www.nottinghamshire.sendlocaloffer.org.uk

This document was reviewed in October 2023 and will next be reviewed and updated in October 2024.

